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2005

## Dayton Public Schools 8th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 6: Manifest Destiny

Dayton Public Schools

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## INTRODUCTORY LESSON

### *The March of Civilization (1-5 days)*

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>8. Describe and analyze the territorial expansion of the United States including:</b></p> <p><b>c. Westward movement including Manifest Destiny.</b></p> <p><b>Geography:</b></p> <p><b>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment:</b></p> <p><b>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries.</b></p>	<p><b>Core Activity</b></p> <p>Students will examine historical documents related to Manifest Destiny and compare and contrast the different perspectives on the movement.</p> <p>Find the entire lesson on the Web site: <a href="http://www.huntington.org/Education/GoldRush/Lessons/upper.lesson.1.pdf">http://www.huntington.org/Education/GoldRush/Lessons/upper.lesson.1.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>aggrandizement, albeit, atrocious, exultation, exuberance, despotism, indolence, ignominious, inveterate, inviolable, prodigious, rectitude, tenacious, unscrupulous</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Using the Web site listed above, distribute "The Emigrants Guide to California and Oregon" (Document 1 in the Web site) and ask the students to follow along as you read it to the class. Ask students to assume one of the following roles and record a journal entry, dated 1845, explaining Hasting's guide to Emigrants.
  1. A worker in a New England factory
  2. A merchant involved in foreign trade
  3. A shopkeeper
  4. A farmer who owns a small farm in Western Pennsylvania

#### *Additional Instruction:*

- Convene a public forum in which the selected spokesperson, assuming the role of the author of the documents, delivers a short speech, summarizing the reading for the entire class. Open the forum to questions from the class. Students should relate questions to Manifest Destiny to specific individuals on the panel, the other members of the panel are free to respond, (the panel should be those students who really grasped the concept of Manifest Destiny and would be able to explain it better to those students who did not catch it the first time.)

### Informal Assessment

Teachers can create their own assessment based on the lesson content.

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>8. Describe and analyze the territorial expansion of the United States including:</b></p> <p><b>c. Westward movement including Manifest Destiny;</b></p> <p><b>Geography:</b></p> <p><b>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns:</b></p> <p><b>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States</b></p>	<p><b>Core Activity</b></p> <p>Students study what part Manifest Destiny played in the rush to the California gold fields.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.museumca.org/goldrush/curriculum/8g/81104017.html">http://www.museumca.org/goldrush/curriculum/8g/81104017.html</a></p> <p>Resource: video- <i>Folksongs of the Western Movement (1787-1853)</i> (CORONT, 1968) Use to show how folksongs of the westward movement reflect our national heritage. 14 minutes. DPS Media Services Department</p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Manifest Destiny, Gold Rush, Euro-Americans</p>

### **Differentiated Learning**

#### *Enrichment Activity:*

- Have students write a summary from the point of a person believing in Manifest Destiny in 1848.
- Do Americans still believe in Manifest Destiny today? Does America stretch from sea to shining sea? What other land do we believe is destined to be a part of America? Is the quest for space travel and landing on the moon also our Manifest Destiny? Explain.
- Give students copies of [Worksheet #4-3, Looking for Perspectives and Credibility](http://www.museumca.org/goldrush/curriculum/8g/81104025.html#LOOKING). Using the biographical information on Tojetti and your discussions of the painting, have students complete the worksheet and discuss it. If this is the first time you've done something like this with your class, I would suggest doing it together. On the other hand, if you've done similar types of thinking with students, they could work on it in groups of three or four.
- Show an overhead of Patricia Limerick's commentary on the ways Euro-Americans viewed the culture of American Indians, [Resource #4-4](http://www.museumca.org/goldrush/curriculum/8g/81104029.html#LIMERICK). This is a secondary source.

- An interesting point of discussion is: What does "using the land properly" mean? What are the different points of view on that question, and why do people feel that way? What are the qualities of civilization and savagery? Are they exclusive? Can they overlap? Do Limerick's thoughts fit with the values and beliefs of Manifest Destiny? Why? Why not? You may want to discuss with your students space travel and who would "own" planets, moons, etc.

*Additional Instruction:*

- Explain the meaning of the word Manifest (clear or obvious) and Destiny (sure to happen).
- Explain that many felt the United States had the right to expand to the Pacific.

**Additional Resources**

*Video:*

- PBS – *The Gold Rush*

*Web Sites:*

- The Gold Rush  
<http://www.pbs.org/goldrush/>

**Informal Assessment**

Clearly marked assessment in the lesson.





## Western Expansion (2-3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns:</b></p> <p><b>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</b></p>	<p><b>Core Activity</b></p> <p>Students will participate in cooperative learning groups to research geographic changes that resulted from colonization, westward expansion, immigration and advances in transportation and communication. This lesson provides a graphic organizer and post-assessment essay questions to assess student learning.</p> <p>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_setB/Western_Expansion.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_setB/Western_Expansion.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Science</p>	<p>geographic patterns, annexation, westward expansion, immigration, transportation, communication</p>

### Differentiated Learning

#### *Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

#### *Additional Instruction:*

- The Web site shares ideas for additional instruction.

### Informal Assessment

Clearly marked assessment in the lesson.



## On the Oregon Trail (1-2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>8. Describe and analyze the territorial expansion of the United States including c. Westward movement including Manifest Destiny;</b></p> <p><b>Geography:</b></p> <p><b>D. Explain reasons that people, Products, and ideas move from place to place and the effects of that movement on geographic patterns:</b></p> <p><b>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</b></p>	<p><b>Core Activity</b></p> <p>In this lesson, students work with primary documents and latter-day photographs to recapture the experience of traveling on the Oregon Trail.</p> <p>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=323">http://edsitement.neh.gov/view_lesson_plan.asp?id=323</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Oregon Trail, re-enactment</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Have students' list material and supplies that might be needed for such a journey.
- Introduce students to the story of Marcus and Narcissa Whitman, the first settlers to make the overland journey to Oregon. Extensive excerpts from *Narcissa Whitman's Diary* are available through EDSITEMent at the New Perspectives on *THE WEST* Web site - <http://www.pbs.org/weta/thewest/>, which also includes a synopsis of the Whitman's tragic experiences taken from the PBS documentary series, *The West*
- Invite students to contrast the emigrant experience with that of the 49ers who followed the Oregon Trail on their way to the goldfields of California. Reminiscences of gold rush days are available on the Web sites <http://www.pbs.org/weta/thewest/program/episodes/three/daysof49.htm>, <http://memory.loc.gov/ammem/cbhtml/cbhome.html>, and <http://www.museumca.org/goldrush.html>.

#### *Additional Instruction:*

- Discuss with students the physical risk of the journey, fatigue, accidents and storms. Use the journals to write about daily life. Journals should include people they might meet, sights, adventures and hazards.
- Have students travel on the Oregon Trail through the computer game version. Available through DPS Media Services.

### **Informal Assessment**

Teachers can create their own assessment based on the lesson content.



Suggested Strategies/Lessons	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</b></p>	<p><b>Core Activity</b></p> <p>Students trace the development of women's rights in the United States through primary source documents. Students will also interpret what laws and court cases meant for women and identify other rights besides suffrage that were important to Elizabeth Cady Stanton, Susan B. Anthony, and other reformers.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.pbs.org/stantonanthony/resources/index.html?body=03activity.html">http://www.pbs.org/stantonanthony/resources/index.html?body=03activity.html</a></p> <p>Resources:  <i>Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony.</i> Ken Burns (PBS video)</p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>reform, abolition</p>
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> <li>Discuss or make a list of rights that women had and a list of rights they did not have during that particular time period. Discuss.</li> <li>Have students research the history of the women's rights movement in America and discuss the role that other suffragists played. For example, Lucretia Mott, Anna Howard Shaw, Carrie Chapman Catt or others could be studied.</li> </ul> <p><i>Additional Instruction:</i></p> <ul style="list-style-type: none"> <li>Have the students make a time line of the important events that have been part of the struggle for women's rights since 1848-1920. Next to each event write its importance to the women's movement.</li> </ul> <p><b><u>Additional Resources</u></b></p> <p><i>Supplemental Texts:</i></p> <ul style="list-style-type: none"> <li>See lesson Web site.</li> </ul>		

*Web Sites:*

- The Elizabeth Cady Stanton and Susan B. Anthony Papers Project Online.  
<http://ecssba.rutgers.edu/>
- Library of Congress Treasures: Susan B. Anthony, Defendant  
<http://lcweb.loc.gov/exhibits/treasures/trr005.html>
- Susan B. Anthony House  
<http://www.susanbanthonyhouse.org/>

See additional links on lesson Web site.

**Informal Assessment**

Clearly marked assessment in the lesson.



**The M'Clintock House:**  
**A Home to the Women's Rights Movement (1-3 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<b>Citizenship Rights and Responsibilities:</b>  <b>B. Identify historical origins that influenced the rights U.S. citizens have today:</b>  <b>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including</b>  <b>e. Elizabeth Cady Stanton and women's rights.</b>	<b>Core Activity</b>  On July 16, 1848, five women, including Elizabeth Cady Stanton and Lucretia Mott, met here to draft what they called the "Declaration of Sentiments." Learn why a family home in upstate New York became the site for the creation of one of the most important documents in the history of American women.  Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/76mclintock/76m'clintock.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/76mclintock/76m'clintock.htm</a>  <b>Interdisciplinary Connections</b>  Language Arts	Declaration of Sentiments, "Burned-over district"

**Differentiated Learning**

*Enrichment Activity:*

- Have students research a woman or man at the convention. After learning of their biography, students create a scene and put together different "women" they have chosen to create a scene or play from the convention.

*Additional Instruction:*

- Ask students to write a letter from a woman or man at the Seneca Falls Convention to her sister in which she describes the convention and explains why women's rights are important.
- With a partner, design a banner to be displayed at the Seneca Falls Convention. Make a clever and attractive design that expresses feelings of early women's rights crusaders. Include a brief slogan. Banners should contain who, what, when, where information about the convention.

**Additional Resources**

*Video:*

- PBS – *Not for Ourselves Alone*

*Web site:*

- Seneca Falls Convention  
<http://www.pbs.org/stantonanthony/resources/index.html>

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.



## Comparing Plantation and Factory Rules (1-3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on;</b></p> <p>    b. States' rights;     c. The different economies of the North and South</p> <p><b>Economics:</b></p> <p><b>A. Explain how the endowment and development of productive resources affect economic decisions and global interactions:</b></p> <p><b>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</b></p> <p><b>C. Identify connections between government policies and the economy:</b></p> <p><b>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</b></p>	<p><b>Core Activity</b></p> <p>Students compare and contrast life and work on an antebellum plantation versus an antebellum factory by analyzing primary documents.</p> <p>Find the entire lesson on the Web site: <a href="http://historymatters.gmu.edu/d/6821/">http://historymatters.gmu.edu/d/6821/</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>free labor, ante-bellum, subsistence</p>
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"><li>In the 1800s there were strong economic differences between the North and the South. Use the Internet to find out about the economies of these regions today. Make a chart in which you compare the economies.</li></ul> <p><i>Additional Instruction:</i></p> <ul style="list-style-type: none"><li>After reading "Plantation Rules/Lewiston Mills and Timetable at Lowell Mills", discuss, compare and contrast/compute skills on plantations and for wageworkers in factories. Divide into groups for reports.</li></ul> <p><b><u>Informal Assessment</u></b></p> <p>Teachers can create their own assessment based on the lesson content.</p>		





## Lincoln's Spot Resolutions (2-3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>8. Describe and analyze the territorial expansion of the United States including</b></p> <p><b>d. The Texas War for Independence and the Mexican-American War.</b></p>	<p><b>Core Activity</b></p> <p>A freshman Whig Congressman from Illinois, Abraham Lincoln, questioned whether the "spot" where blood had been shed was really U.S. soil, an event which started the war with Mexico.</p> <p>Find the entire lesson on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/lincoln_spot_resolutions/lincoln_spot_resolutions.html">http://www.archives.gov/digital_classroom/lessons/lincoln_spot_resolutions/lincoln_spot_resolutions.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Resolution, Whig</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Ask students to read and summarize the eight resolutions.
- Analyze Lincoln's Spot Resolutions. Was that land clearly American soil, why or why not?
- Do you believe that the Mexican War was illegally started? Explain.
- Review the main idea statement in your textbook. As a result of the Mexican War, the U.S. expanded its borders to the Pacific Ocean. Write a paragraph or two summarizing how the Mexican War helped the U.S. expand.

#### *Additional Instruction:*

- Use the Web site as a directive to further instruction.
- Students should prepare to hold a press conference on the Mexican War. Assign one student to each of these roles: James Polk, Zachary Taylor, Winfield Scott, Steven Kearny, John Fremont, General Santa Anna, a Mexican American, and a Native American. The rest of the class can be reporters who will ask the rest of the characters questions about the war.

### Additional Resources

#### *Web site:*

- The U.S. and Mexican War  
<http://www.pbs.org/kira/usmexicanwar/mainframe.html>





Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<b>History:</b>  <b>G. Analyze the causes and consequences of the American Civil War:</b>  <b>8. Describe and analyze the territorial expansion of the United States including</b>  <b>d. The Texas War for Independence and the Mexican-American War.</b>	<b>Core Activity</b>  The controversial treaty brought an official end to the Mexican-American War (1846-1848), against President Polk's orders.  Find the entire lesson on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/treaty_of_guadalupe_hidalgo/teaching_activities.html">http://www.archives.gov/digital_classroom/lessons/treaty_of_guadalupe_hidalgo/teaching_activities.html</a>  <b>Interdisciplinary Connections</b>  Language Arts	Guadalupe-Hidalgo

**Differentiated Learning***Enrichment Activity:*

- Use activity from Teaching with Documents pg. 19 – Lincoln's Spot Resolutions. Available at: [http://www.archives.gov/digital\\_classroom/lessons/lincoln\\_spot\\_resolutions/lincoln\\_spot\\_resolutions.html](http://www.archives.gov/digital_classroom/lessons/lincoln_spot_resolutions/lincoln_spot_resolutions.html)
- Research what happened to both Mexico and the U.S. after the treaty was implemented. (Mexico disunited and devastated and the U.S. is wealthy.)

*Additional Instruction:*

- Assign copies of the Treaty to students. Give groups of three an article to analyze. Pass out desk maps and have students identify boundaries after the treaty was signed.

**Additional Resources***Web Sites:*

- Treaty of Guadalupe Hidalgo  
<http://users.dedot.com/mchs/treaty.html>